

Concept Big Idea/Macro	
Hauora – Wellbeing (personal, community and societal)	
Curriculum Focus	Context
Health: students learn about their own well-being and that of others in society in health related and movement contexts.	Leisure and Labour
Driving Questions (Multistructural, Relational, Extended Abstract)	
Describe a “good Life” Explain what makes life “good” Create an art work that gives a message about “living a good life” GOOD LIFE = BALANCED LIFE OF WORK AND PLAY	
Achievement Objectives	Key Competencies
<u>L1: Healthy Communities and Environments.</u> <i>Students will:</i> CR: Identify and discuss obvious hazards in their home, school, and local environment and adopt simple safety practices. RRL;PE: take individual and collective action to contribute to environments that can be enjoyed by all. <u>L2: Healthy Communities and Environments.</u> SA&V: explore how peoples attitudes, values and actions contribute to healthy physical an social environments. CR: identify and use local community resources and explain how these contribute to a healthy community. RRL;PE: contribute to and use simple guidelines and practices to promote physically and socially healthy classrooms, schools, and local environments. <u>L1: Visual Arts</u> <i>Students will:</i> UA: Share ideas about how and why their own and others works are made and their purpose, value, and context. DPK: explore a variety of materials and tools and discover elements and selected principles. DI: investigate visual ideas in response to a variety of motivations, observation and imagination. CI: share the ideas, feelings, and stories communicated by their own and others objects and images. <u>L2: Visual Arts</u> UA: Share ideas about how and why their own and others works are made and their purpose, value, and context. DPK: explore a variety of materials and tools and discover elements and selected principles. DI: investigate and develop visual ideas in response to a variety of motivations, observation and imagination. CI: share the ideas, feelings, and stories communicated by their own and others objects and images.	Thinking, Managing Self, Participating and Contributing, Relating to others, Making meaning from language symbols and texts. Functioning Rubric
Kawaha Point Values	Kawaha Point Curriculum Priorities
Kia Kaha Kia Maia Kia Manawanui	Good communicators – Readers, Writers, Speakers, Prepared for their future, Good with numbers, Problem solvers, Inquiry learners, Skilled for living, Setters of Goals, Able to lead, have a sense of belonging, Be team players, Be confident, Be focused, Be positive, Be flexible, Be healthy. Give it a go.
Learning Experiences	Resources
Brainstorm what makes a safe happy learning classroom. Children in groups discussing what make a fun learning environment. Create a list of ideas and decide together what would be important for our class treaty. Identify prior knowledge of “Treaties” expand upon if necessary. Compile a class treaty together.	Over the Hedge SOLO Define Map U-tube clip?? The Tree Hut Treaty Book
Treaty of Waitangi – Why do we celebrate Waitangi Day? What does it mean to New Zealand? Identify prior knowledge and understandings.	
Define our school community and values. What do they mean to us and how can we follow them? Still photography showing values at work, create class montage to accompany treaty. Identify good/bad choices in the classroom, playground, home. Use drama to show understandings.	Kia Kaha, Kia Maia, Kia Manawanui. Venn Diagrams SOLO Cause and Effect Map
Identify what we enjoy doing, what we have to do, and what we do to stay active. Create a brochure displaying likes, musts and can do’s that go together in life.	5+ A day Daily Fitness Co-operative Games Brochures/Coloured pencils
Learning Experiences	Resources

Define work? Identify the need to work (paid employment, volunteers), unemployment. Skills needed to work. Why is it important to work? Is life only about working? Can you have a good life without employment? Create a mosaic displaying types of work.	SOLO Define Map Photos Magazines
Define leisure? Identify the need for leisure. What types of activities are leisure activities? Create a mosaic displaying types of leisure activities.	SOLO Define Map Photos Magazines/Books
Compare and Contrast work and leisure.	SOLO Compare/Contrast Map
How does diet and fitness enhance our lives to create a good life? Why is it important? Hauora. What happens to our bodies, quality of life, if we do not exercise and eat healthy? Collect data on diet and fitness throughout day/week. Display data using pie/bar graph.	Daily Fitness Recording sheet Coloured pencils.
Explore our community, looking at work opportunities, things in our community that make life easier, and leisure time activities within our community. Class/ syndicate walk to identify these things. Create a class mural to show understandings.	Photos Paper, paints etc
Identify and research someone that has a “good life”. This could be a relative, famous New Zealander, or someone from our community. Choose means to display findings: poster, video, photo montage, timeline, easy speak, power point, word doc etc.	Computers Cameras Video Players Easy speak
Integration of Curriculum Areas	
Reading - identifying and discussing good/bad characteristics, work, leisure, good life. Maths – statistics, graphs, data collection and plotting. Art - class mural, brochures, posters, collage.	
Assessment	
Peer and self-assessment of completed tasks. Rubric SOLO – What defines a “Good life”	